

**HUMANITIES  
INTERDISCIPLINARY  
WORLD LANGUAGES  
DANCE  
MUSIC  
THEATRE  
VISUAL ART**

ADOPTION EFFECTIVE  
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HUMANITIES – SUBJECT AREA CONTACT  
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**Position Statement: Humanities**

In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression in the arts and humanities disciplines. The state of Idaho mandates a core requirement of two (2) credits to be completed in the arts/humanities. Proposed statewide Humanities Standards for grades 9-12 outline three central standards that must be met in order for a course to qualify for humanities credit. These Standards were adapted from the National Standards for Arts Education and apply to each of the areas identified below. Adopted curricular materials should offer opportunities for students and teachers in each of the following areas:

1. The student will demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines.
2. The student will engage in reasoned dialogue and make decisions about arts and humanities performances.
3. The student will communicate in the humanities disciplines, applying artistic concepts, knowledge, and skills, through creative expression.

**Interdisciplinary:**

A course in interdisciplinary studies in Idaho schools compares essential elements of two or more humanities disciplines. Curricular materials used in such courses should encompass more than one humanities discipline and illustrate cultural and historical contexts as well as the interrelationships of the disciplines being studied. Such materials should include pertinent vocabulary related to the humanities disciplines, and ideally,

should illustrate how terms relate to various disciplines in the arts and humanities. Materials should place importance on the historical connections between humanities disciplines and offer representative works from a variety of cultures and historical periods. Opportunity should be present for students to develop skills necessary for understanding and applying techniques and processes of the arts. Finally, the curricular materials adopted for interdisciplinary courses should offer ideas for application of knowledge attained in the study of the disciplines. Each area of study should present ideas for further exploration and expression in the arts, whether through applying a concept to a contemporary context or allowing the student an opportunity to create an original work that could be included in a portfolio evaluation.

### **World Languages:**

The advantages in knowing a foreign language are several; but from a strictly educational perspective, such study allows the student to expand his or her world perspective and to think critically. In addition, the student should begin to understand the connectedness between language and culture, to identify significant historical events related to language study, and to identify cultural practices within the culture(s) being studied. Curricular materials adopted for language study should include written content material, exercises, and activities necessary to attain skills used in developing language literacy. Opportunities for the student to use authentic sources related to the language/culture being studied should be provided, as well as exercises that encourage the learner to analyze the influence of the language being studied on other languages, such as the native language of the student. Finally, curricular materials should include activities and primary material that encourage instructors to instruct students in effective language communication skills and methods to help students learn to express preferences, desires, feelings, and opinions in the language being studied.

### **Music:**

The study of music is critical to a well-rounded education. Music study embodies holistic thinking, which gives emphasis to affective, cognitive, and psychomotor development. Curricular materials in the area of music should demonstrate the history, purpose, and function of music in cultures and provide insights as to how historical, social, and environmental contents influence musical expression. Such materials should include representative works from a variety of cultures and historical periods, identify the concept of musical aesthetics, and offer an essential music vocabulary for the student. Finally, curricular materials in music should present content material that allows the student opportunity to develop skills and techniques necessary in understanding the area of music under study. Regarding specific critical thinking skills in music, curricular materials should present methods and vocabulary basic to analysis of music in various forms and provide opportunities for the student to interpret/perform a work of music considering the intent of its composer. Finally, materials listed should provide a means for the student to discover the aesthetic/expressive qualities of music to inspire one's personal beliefs, to discover meaning, and to find opportunities to participate in musical events.

**Theatre:**

The study of drama develops our views of the world through historical, cultural, social, ethical, and artistic contexts. The study of theater, and its accompanying curricular materials, should include representative dramatic works from a variety of cultures and historical periods and identify the aesthetic qualities of drama as an art form. In addition, curricular materials should support the technical aspects of acting, and should include activities that will help to provide experiences in developing related theatrical skills, such as graphic design, lighting, filming, costume design, and set preparation. Finally, curricular materials supporting a drama course of study should address analysis of dramatic works and/or passages, present essential core knowledge about the vocabulary of theater, present questions concerning the aesthetics/ethics of dramatic literature, and perhaps most importantly, provide opportunities for the student to demonstrate his or her understanding of drama as a way to create and communicate meaning.

**Visual Art:**

Many of the teaching materials listed emphasize the Getty approach to instruction, or Discipline Based Art Education (DBAE). The emphasis of this approach is in broadening the base of instruction to include Art History, Art Criticism, Aesthetic Understanding, and Production. Following the discipline-based approach allows these four art disciplines to be taught collectively as well as separately. These four areas of art instruction derive from the National Standards for Arts Education and are contained within the three Humanities Standards proposed by the state of Idaho. Curricular materials in art courses should include: activities and readings that illustrate that the arts have a history, purpose, and function in all cultures, significant contexts of the art form, and representative artistic works from a variety of cultures and historical periods. Additionally, curricular materials should identify the aesthetic aspect of art forms, develop a vocabulary related to the study of art, and provide activities that will enable the student to develop technical skills essential to an art form. Furthermore, curricular materials in art should provide essential content knowledge and activities that allow the student to interpret a work of art, taking into consideration the intent of its creator. Finally such materials should provide ample opportunity for the student to create a work of art that exhibits qualities of personal expression and to find ways to participate in arts events.